RECEIVED
SEP

PATHS TO THE PAST

Students led historical tours of the College, cemetery and archaeological site over Bicentennial Weekend. **See page 10.**

OUTDOOR DRAMA

Shakespeare in the Glen gives a popular performance once again with *King Lear*. **See page 9.**

FOOTBALL FEAT

Last week, the varsity football team won its first season opening in 19 years. **See page 16.**

THE SPECTATOR

Thursday, September 29, 2011

Volume LII Number 6

Bicentennial Assembly celebrates College's mission

by Emily Moore '15 & Allison Eck '12
News Contributor & Editor-in-Chief

At the Bicentennial Assembly last Saturday morning, Student Assembly President Knute Gailor '13 spoke to the multifaceted nature of Hamilton's motto, "Know Thyself."

"To the ancients, 'Know Thyself' warned against blindly accepting the words of others," Gailor said. "Now, the phrase most often asks individuals to understand, develop and critically evaluate their passions. Coming to know thyself in both senses of the phrase takes time—perhaps even a lifetime. In my experience though, coming to know thyself is an challenge best undertaken when you are among the people you love."

His words captured the togetherness that Bicentennial Weekend came to represent, and the Assembly itself focused on that connectivity—both academic and personal. The two Kirkland alumni on the Board of Trustees wore signature green helmet hats, the College Choir sung an antiphonal hymn, and President Stewart made a point to acknowledge that, were the late Dick Couper '44 still alive, Saturday would have marked his and his wife Patsy's 65th wedding anniversary. A film about the close relationships students develop with their peers and their professors also premiered, entitled *Hamilton: The First 200 Years*.

Speakers at the Assembly included College Chaplain Jeffrey McArn, who asked attendees to allow themselves to be guided by the same spirit that guided Samuel Kirkland. A. G. Lafley '69, chairman of the Board of Trustees, spoke about Hamilton's calling to teach the liberal arts and sciences, and praised the College for having "remained true to that calling" over its 200-year history. Julia Ross '84, president of the Alumni Association, and Patrick Reynolds, Dean of Faculty, also welcomed the audience.

Marjorie and Robert W. McEwen Professor of Philosophy Robert Simon spoke about the personal value of teaching and the need to educate capable citizens who can engage in constructive conversation and recognize excellence. "Arguably the worth of an idea is found in its ability to survive criticism and reasoned discourse," he said.

Representatives from College's faculty, staff, students, trustees, alumni and community then read the original charter of the College, granted in 1812. After suggesting that the writers of the charter would have benefitted from a Writing Center conference (due to an overabundance of run-on sentences), President Stewart said, "We need the sorts of people that this college has educated for 200 years." She listed alumni—like B. F. Skinner '26, Robert Moses '56 and Melinda Wagner '79—who have made valuable contributions to many diverse fields.

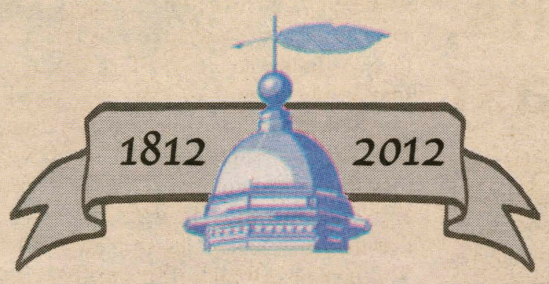
"Institutions such as ours are fundamentally founded on the principles of equality, merit and initiative," she said. "They remain strong in the face of change and uncertainty. Liberal arts colleges are, in my opinion, poised for a renaissance."

And that renaissance begins with today's students. The 200th class admitted to Hamilton is the Class of 2015; Hillary Norris '15 observed that she and her peers may not yet recognize the significance of that honor. "We're not 100 percent part of the community because we've only been here for a month. I don't feel like we can comprehend what it means to be the 200th class yet."

But, if the Assembly was any indicator, this youngest group of current Hamilton students will soon learn to "know themselves" as members of College Hill.

PHOTO BY NANCY FORD

Members of the administration and Board of Trustees exuded good humor at the Bicentennial Assembly on Saturday. While honoring the past, they also looked toward the future.



Hamilton-Oneida founding documents return to Hamilton College for bicentennial year

by Catherine Hee '13
News Writer

The back corners of Burke Library hold a collection of historical documents, many of which are kept in the rare book room with controlled light and humidity. These documents weave the story of Samuel Kirkland's life and the founding of Hamilton College.

In May of 1979, James T. Freeman completed his senior project, which included a collection of Samuel Kirkland's notes and correspondences. His project brought to light a fact that many historians already know: these writings are scattered across the Northeast, from the Massachusetts Historical Society to Harvard.

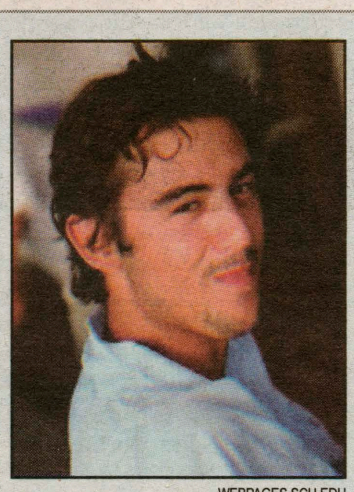
In honor of Hamilton's Bicentennial, some of these important writings are now in the library on loan from Dartmouth College. Among these is "A Plan of Education for the Indians," which explains Kirkland's intention to begin a school. As Maurice Isserman, Publius Virgilius Rogers Professor of American History and author of the book *On the Hill: A Bicentennial History of Hamilton College*, described it "sketches out the idea of what became Hamilton-Oneida Academy." If this document is the origin of Hamilton College, it begs the question: Why are these documents at Dartmouth in the first place?

Samuel Kirkland, the founder of then Hamilton-Oneida College was born in Connecticut in 1741, and as an adult, his mentor was Eleazer Wheelock, his teacher and friend. Kirkland was a missionary to the Iroquois and represented their tribe during the Revolutionary War as he was one of the few missionaries who chose to live with the Indians and learn their language. He often struggled with funds and his correspondence with Wheelock at times became tense.

When Kirkland began his plans for a Hamilton-Oneida College, he intended it to be a school for the Oneidas. "All along [Kirkland] wanted that to be the purpose," explained Katherine Collette, an archivist at Hamilton.

The few white boys were accepted for the sole purpose of further educating the Indians about the settlers' culture

*see **Documents**, page 2*



WEBPAGES.SCU.EDU

Senior gift to honor late class member:

Alex Paganelli Memorial Class of 2012 Research Endowment

*See **Senior gift**, page 4*

PHOTO BY KEVIN PRIOR '13

Taylor Science Center dedicated

A highlight of the bicentennial celebration was the dedication of the Taylor Science Center, in recognition of Virginia and Edward Taylor's '46 $16 million donation to the College. Edward Taylor only attended Hamilton through his sophomore year before exhausting the chemistry curriculum, a path he chose over biology by flipping a coin. Since graduating from Cornell University, Taylor has invented one of the most successful cancer treatment drugs and founded the charitable SunUp Foundation. President Joan Hinde Stuart praised Taylor's creative approach to the sciences and hoped that he would inspire Hamilton students to do the same.

"It is not surprising that many science students indicate that this building is the reason why they chose to attend Hamilton," said Stone Professor of Psychology and Director of the Neuroscience Program Douglas Weldon.

The dedication of the building included speeches by Weldon, Stuart and Board of Trustees Chair A.G. Lafley '69. A plaque commemorating the Taylors was unveiled and a ceremonial ribbon was cut.

Panel weighs pros, cons of hydrofracking

by Adam Fix '13
News Writer

As gas and heating costs in America continue to rise, any major source of fossil fuels naturally gathers significant attention. On Sept. 23 the Levitt Center hosted a panel discussion on hydrofracking, the process of extracting natural gas by fracturing underground rock layers with pressurized fluids. The panel compared the social, economic, and environmental impact of this controversial process.

Although New York sits upon one of the largest northeast deposits of natural gas, hydraulic fracturing, or "hydrofracking," remains banned throughout the state. Director of the Levitt Center Sustainability Program Peter Cannavo introduced it as a "highly contentious issue on which thoughtful and well-informed people disagree." The panel included Bruce Selleck, Harold Orville Whitnall Professor of Geology at Colgate University, and Stuart Gruskin, former Executive Deputy Commissioner of the New York State Department of Environmental Conservation.

Selleck noted the "tremendous energy need" in the U.S. and pointed out that natural gas plays an indispensable part in our energy usage. While the burning of fossil fuels is a "huge global problem," Selleck cited the relative growth of fossil versus nuclear and renewable energy sources in America and asserted that "we will need fossil fuels, including natural gas, for the foreseeable future."

Selleck mentioned the Marcellus Formation, a unit of sedimentary rock found predominantly in eastern North America, and emphasized that the shale under eastern New York contains a wealth of untapped natural gas. The Utica shale, which Selleck claimed to be "highly probable to be developed," sits deep enough underground that the formative pressure underground could push the gas to the surface after fracturing.

Selleck claimed to present the issue "as I see it as a natural scientist." He asserted that hydrofracking is not an overly environmentally dangerous process so long as the "well cementing and completion is done correctly," and concluded that the "economic and social impact is what I worry about most." He turned it over to Stewart Gruskin to discuss social impact.

The NYSDEC pursued a "think first, drill later" approach to hydrofracking, Gruskin claimed. Describing the controversy as a "perfect intersection of environmental and economic issues," Gruskin considered both the environmental impact but also observed that many areas of New York, including some directly over the Marcellus shale, desperately needed an economic boost.

The NYSDEC requires all drilling companies of any kind to complete an "environmental impact statement." This EIS could be modified based on the particular type of drilling involved, and Gruskin stated that the agency sought to carve out a middle ground between absolute environmentalism and unrestrained industry.

Gruskin concluded that "this is not a balancing act. We hope to control the industrial process in a way that will also protect and preserve the environment." Speaking on the public debate over hydrofracking, Gruskin also noted that both sides were "guilty of exaggeration." He claimed that the "discussion has become too divisive to help the public" and that, ultimately, "decisions need to be objective and based on science."

Class rivalry, social revolutions, warfare shape Hamilton's past

by Kate Moore '12
News Editor

The overnight adornment of the campus in buff and blue this past weekend might make it hard to believe that pink used to be the College's colors, but such was the case until 1892. As it turns out, the history of Hamilton College is rife with surprising—and often quite humorous—facts and anecdotes. Publius Virgilius Rogers Professor of American History Maurice Isserman has spent the last several years delving into the College archives while conducting research for his recently released book *On the Hill: A Bicentennial History of Hamilton College*.

Isserman's bicentennial weekend presentation, "Bicentennial History of the College," provided an intriguing overview of the academic, social and political past of the school. Hamilton College was initially founded as the Hamilton-Oneida Academy in 1793 as the culmination of Samuel Kirkland's missionary endeavors with the Oneida Indians. Kirkland spent his third year at the College of New Jersey (later Princeton University) living with the Indians for what Isserman jests may be the "first junior year abroad" in the history of American higher education. Kirkland settled in Clinton, NY after the American Revolution and quickly drafted a plan for an educational institute that would serve both white Americans and Oneida Indians. He presented this plan to George Washington and Alexander Hamilton, the latter of whom donated both his funds and his name to the institution. However, the academy was not appealing to many Oneida, and in time the name was changed to Hamilton College.

In the 19th Century, students at Hamilton were middle class men, many of whom planned to follow in their fathers' footsteps and become ministers. The classical curriculum focused on Greek and Latin, biblical studies, and a smattering of arithmetic and chemistry. This education would give rise to notable leaders such as Garritt Smith, Class of 1818, William Bacon, Class of 1863 and Elihu Root, Class of 1864. The advent of the Civil War inspired many students to leave the school and join the Union army. Each class of about 30 graduates lost about five or six young men, and this had a significant impact on the campus, for the student body has always played a strong role in shaping the College, according to Isserman.

Student autonomy was embodied by the introduction of fraternities, which were "virtually invented at Hamilton," said Isserman, with the exception of a few brotherhoods that originated at nearby Union College.

Class loyalty was also a defining character of early Hamilton students, and escalations to class warfare were not uncommon. In fact, some battles were even considered tradition, and hardly denounced by the faculty and administration.

"Chapel rows" also pitted the first-years against the sophomores. The latter would unexpectedly block the doors to the chapel after services ended, and first-years would have to fight their way out.

"Bolts" were less about class warfare and more about solidarity. These were student strikes that typically conveyed disdain for the actions of a faculty member or administrator. The Class of 1884 immortalized its month-long bolt, in which the students actually left campus for several weeks, by having a hardware bolt depicted on its class marker located in the College cemetery.

Such antics gradually subsided as the advent of collegiate athletics provided a new outlet for the restless students' energy. President Stryker's dramatic remodeling and construction campaigns created a greater sense of comfort and respect for campus grounds, and bolts became unnecessary when President Cowley introduced faculty evaluations. Following World War II, older veterans took advantage of the G.I. Bill and flocked to Hamilton to receive a higher education; many were older than the typical college student and had families in tow, with no time for traditions such as Chapel rows.

Still, these students caused quite an uproar themselves as they argued against compulsory chapel and wearing freshman beanies and for educational opportunities for their wives.

Hamilton students' convictions and tendencies toward radical actions did not disappear in the post-War era. Forty students showed their support for the Civil Rights movement when they picketed a Woolworth's on Genessee St. in 1960, and Bob Moses '56 gained national fame as the organizer of the Student Non-Violence Committee.

In 1964, the College received a $1 million grant from the Ford Foundation for "long-range planning," which ultimately turned into a conversation about the "cluster plan." These clusters of education could include business, engineering or even a school for women. The last option was particularly relevant considering that one year earlier, President McEwen had assisted with plans to found Kirkland College across the street from Hamilton.

The women of Kirkland were considerably different from the men at Hamilton; as many as 60 percent may have been Jewish, and according to Isserman, when asked what rules and traditions they wanted to institute, the students responded, "We want no social rules." Soon after, the student senate at Hamilton also voted against social rules.

Recent decades have seen even more change. In 1978, Hamilton College became co-educational when it merged with Kirkland College. In 1995, the historical fraternities—and sororities—lost their campus housing. In 2000, the faculty accepted an open curriculum, a move which would have been unimaginable to the first generations of Hamilton faculty and championed by the first generations of Hamilton students.

One thing has remained constant in the last 200 years: Hamilton as an institution has always been characterized by its students. Thus, Hamilton will always be changing. In another 200 years, Hamilton will be a reflection of the thousands of new students who inhabit the Hill.

Panel shares lessons in leadership
Passion is essential ingredient for success

by Kate Moore '12
News Editor

The pressure to know your future plans can weigh heavily on Hamilton students' minds. Whether choosing a major, a summer internship or a career path, such a monumental decision can seem overwhelming. The "Hamilton Leaders Live Their Passions Through New Ventures" panel provided a look at what it takes to make your own way in the world, making a living while pursuing a personal goal. The advice from several alums who have struck out on their own paths is this: follow your passion, wait patiently for the right opportunities to come along and don't hesitate to act on that 'A-ha!' moment.

John Werner '92: Follow your passion

John Werner '92 is the Chief Mobilizing Officer and Managing Director for Citizen Schools, an after-school program that offers underprivileged students enrichment programs and teaching apprenticeships. After graduating from Hamilton, Werner spent several years as a public school teacher and as a principal for students with behavioral disorders. He found himself asking the question, "Is American education going in the right direction?" The realities of the education system in our country would indicate that we are falling behind many leading nations. While funding has skyrocketed in the last 30 years, student performance has flat-lined.

Werner's solution was to keep students in school longer and offer programs that would get them excited about learning. Citizen School's primary focus is "STEM," or science, technology, engineering and math education. The organization recruits mentors from organizations such as Google to teach students about their specialties or hobbies. Students are allowed to "shop" for courses that interest them and then attend a three-hour apprenticeship.

"We are increasing the school day and expanding the talent pool of teachers," said Werner. He pointed out that it is unreasonable to expect schoolteachers to be virtuosos who know everything about anything. Experts do have something to contribute to the classroom. This "second shift of educators," as Werner calls them, have already proven successful in turning around entire schools. Werner has been able to turn his passion for educating children into a new structure for reforming the American education.

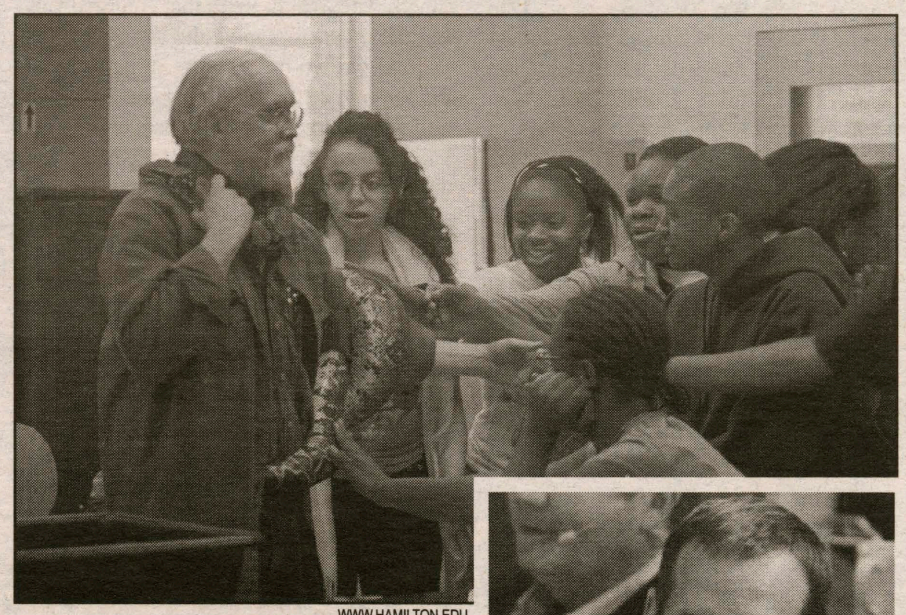
Gretchen Grad '85: Believe in the 'A-ha!' moment

Gretchen Grad '85 always knew she wanted to pursue a career in finance. After graduating from Hamilton, she enjoyed 12 years in banking. Then, like most Americans, her life was changed forever on Sept. 11, 2001. In the aftermath of the attacks, Grad was alarmed by the growing schism between the East and West hemispheres and frustrated by what she saw as Americans' ignorance of foreign policy. Her concern with conflict-resolution led her to create Hands for Peace, a program that brings Israeli and Palestinian teenagers together. This was no small feat for Grad, who spoke neither language and shared neither religion. Still, she believed her liberal arts education at Hamilton gave her all the necessary skills, especially when it came to persuasive public speaking.

"You don't need an advanced degree. You need to network and seek advice," said Grad. "Know what you know, and know what you don't know."

Hands for Peace is a non-profit that invites Israeli and Palestinian students to the United States for a chance to meet, discuss and connect with one another over their similarities and differences. The two-and-a-half week program sets the teenagers up with host families, facilitates dialogue and team-building and also offers site-seeing and cultural exploration. Once they return home, the students attend follow-up meetings in Jerusalem and are connected with other peace organizations. According to Grad, many students who have participated in Hands for Peace have gone on to have careers in international relations.

Though Grad had no formal training to prepare her for fostering diplomacy between foreign exchange students, she found that there was no obstacle that could keep her from creating the organization of which she dreamed.



WWW.HAMILTON.EDU

WWW.FIRSTGIVING.COM

Each year, John Werner '92 brings students from his Citizen Schools program to Hamilton to experience life on a college campus. Several of these students have gone on to matriculate at Hamilton. Werner is just one example of a Hamilton graduate who followed his passion and turned it into a successful career.

K. Blake Darcy '78: Carpe Diem

Blake Darcy '78 had no clue what he wanted to do with his life when he was a senior at Hamilton. Upon graduating, he decided he "just had to get out there and do something," and after a series of unrewarding jobs, Darcy settled in happily with DLJ, an investment bank located in New York City. Now the Chief Executive Officer for Gotham Asset Management, LLC, Darcy was offered a risky opportunity while at DLJ that set him up for great success decades later. In the 1980s, the company proposed setting up an online consumer system with an online broker.

Many in the firm considered this a foolish waste of resources. In fact, it would be impossible to recruit anyone to take a gamble in this new venture. Yet Darcy accepted the challenge and ran with it, enjoying success in his endeavors even during the market crashes of 1987 and 2008.

"Starting in a difficult moment can be great. People are willing to try non-traditional avenues," said Darcy.

He believes part of the reason his efforts in online brokerage were so successful is simply because the time was right. Darcy does not profess any personal convictions driving his career, to compare with Werner or Grad, but he does share their optimism and keen eye for opportunity.

"When opportunities came that I thought made sense, I took a chance and said 'I will do this,'" said Darcy. "Opportunities being offered to you is more likely than having an 'A-ha!' moment, but you must have the passion to get you through."

Trustee leads discussion on rethinking legal drinking age

by Emma Laperruque '14
News Editor

On Friday afternoon in Kirner-Johnson 201—the same room where the Alcohol Coalition holds its meetings—trustee and author of *Binge: Campus Life in an Age of Disconnection and Excess* Barry Seaman '67 and Vice President and Dean of Students Nancy Thompson led the discussion, "Alcohol on Campus: Should the Drinking Age be 21?"

This question was enough to pack the classroom with alumni, parents and students. Many brought in extra chairs and several stood throughout the discussion.

Seaman currently serves as president of the non-profit organization Choose Responsibility, which in July 2008 created The Amethyst Initiative, a public statement signed by 136 college and university chancellors and presidents—including President Joan Hinde Stewart—which states that "21 is not working" and that "it's time to rethink the drinking age."

"A strong case can be made for 18 because it is the age we in the United States have settled upon as the marker of legal adulthood," said Seamen. "The result [of Legal 21] has been that alcohol has become the holy grail, the forbidden fruit, the one missing tile in the mosaic of adulthood for young Americans—and it shouldn't be that important."

Even though Thompson admitted that she stands "a little torn" on whether lowering the drinking age would positively affect college drinking culture, she also said, "Lowering the drinking age would certainly make my life easier." She continued to note the same contradiction that Seaman pointed out: Legal 21 means "saying students are adults and treating them like children." She added, "One could argue, they're behaving accordingly."

In recent years, Hamilton College has made multiple efforts to combat the negative effects of on-campus drinking. In 2005, the Point System was established in large part to reduce vandalism, a goal the system has been quite effective with. Thompson confirmed that the College is "now checking much more carefully" on all-campus events. "We're dealing with behavior," she said. "But policing it to the point where it becomes even more dangerous behind closed doors? I don't think that's the solution either."

The Point System additionally seeks to influence students' choice of drink. Thompson somewhat humorously referred to the College's policy on hard alcohol as "bonus points." The System officially states that students "under the age of 21 who are found in violation of the alcohol policy and are using hard alcohol will receive three additional points to their sanction."

The effectiveness of the policy on hard alcohol remains questionable. When Thompson asked for a student opinion, Kelsey Hiscano '12, who has experienced the College with and without this policy, answered: "I think that the majority of kids do drink hard alcohol, and maybe even more so behind closed doors than before."

While Choose Responsibility promotes several ways to reduce the negative consequences of underage drinking—for instance, "require alcohol education" and "treat drinking, like driving, as a privilege that is earned"—it does not have a sure way to fix what Seamen called "the overgrowth of a culture," nor for that matter, does anyone else.

"No one that I know of has found a really successful way of dealing with this problem," said Thompson, just as the hour of listing statistics, explaining, and defending, College policies drew to a close. "Bad things that happen often happen around alcohol. And they're still happening."

Hamilton writing education proves effective in real world

by Sirianna Santacrose '15
News Contributor

For the past 12 years, Eugene M. Tobin Distinguished Professor of Sociology Dan Chambliss and a team of faculty and student researchers have studied what students can gain from a Hamilton College education. One hundred students from the Class of 2005 were randomly selected to be followed through college and five years after graduation. A large amount of data was collected from the students, including their transcripts, papers from both their high school and college careers and information gathered during annual interviews. Chambliss and his team were looking for trends that would reveal what students can intrinsically gain from a Hamilton education and take with them into their lives after college.

One part of the study consisted of the researchers asking a qualified group of college professors from other schools to evaluate the students' high school and college papers according to a specified list of criteria. After everything was graded, each student's name was related back to his or her own set of papers. The overall trend that emerged was that the evaluators gave the lowest ratings to those written by students in high school and the highest ratings to papers written in students' junior and senior years of college. This proved to researchers that Hamilton students significantly improve their writing over their time here. Also noted was that many make the most drastic improvements during the first semester of freshman year.

Another trend that emerged from the research was that the relationships that students form early on in college are often the most influential throughout their college years and beyond. When asked if they would choose Hamilton if they could go back in time and decide again, the many alumni who answered yes were mostly those who had also been to a faculty member's house at least once for a dinner or other occasion. Over 80 percent of students interviewed in the study stated that they had a close relationship with a faculty member who was not even their academic advisor. Both of these facts show that close relationships with faculty, often due to the small class sizes at Hamilton, strongly affect the way students look back on their college experience.

Emma Leeds '12, a sociology major, was one of the students involved in the study. She interviewed students from the classes of 2005 and 2006 about the effects they thought their Hamilton education had after graduation.

"Many [alumni]... doubted the value of a liberal arts education while they were at Hamilton... [but] felt prepared for many jobs out in the 'real world'" often more than their coworkers were," said Leeds. "They felt like their writing, speaking and critical thinking skills were superior to those around them."

Through research gathered from Chambliss' project, many students were found to be more prepared for jobs after college because of the structure of their classes here at Hamilton. Since classes stress critical thinking and the development of the ability to see a problem from a variety of different perspectives, Hamilton alumni are able to clearly state their ideas orally and in writing at a higher level than people who attended equally or even more competitive colleges.

Though the research for this project was time-consuming and expensive to carry out, it fortified many of the claims that have been made about the quality of a Hamilton education. The emphasis on writing and critical thinking at Hamilton obviously benefits graduates life off the Hill, and the relationships founded here are built to last. As Leeds said, "friendships... and relationships that students build with their professors last. As stressed out as we let ourselves get, the friends who help us through that stress now will be there for us for years to come."

Paganelli's parents express appreciaton for "thoughtful and compassionate" senior gift

by Nora Grenfell '12
Online Managing Editor

The Bicentennial Class' senior gift will be the Alex Paganelli Memorial Class of 2012 Research Endowment. The Research Endowment will fund field research, favoring the sciences, and is dedicated to the memory of Alexander Paganelli '12, who tragically passed away last December.

This is the 30th year of the Hamilton College Senior Gift. In the past ten years, participation in the Senior Gift campaign has increased to over 90 percent of the senior class. According to co-chair of the Senior Gift Committee Mallory Dawson '12, "The participation rate last year was above 93 percent, and 2007 holds the record with over 97 percent, so a main objective this year for us is to achieve a winning record of over 98 percent."

During his time at Hamilton, Paganelli, affectionately known as "Pags," majored in chemistry, played on the lacrosse team, and spent the semester prior to his passing studying marine biology at the School for Field Studies on South Caicos Islands. Paganelli is continually in the thoughts of the extended college family. In a post last semester on the Facebook group "Prayers for Alex Paganelli," Luke Walsh '13 said: "Not a day goes by without you in my heart and prayers. Just wanted to let you know I've been thinking of you. The season isn't the same without you on the sideline, but I know you're there watching us."

Two hundred and ninety one seniors participated in the final survey to select the Senior Gift. Of these, 60 percent voted for the Paganelli Grant. The initial survey to narrow down the choices received 249 responses, and offered options such as endowments to support such programs as the Higher Education Opportunity Program (HEOP), need-blind scholarships, and sustainable, local food in the dining halls. Write-in responses included benches, a reflecting pool, a sauna, a new gym, and a statue of Samuel Kirkland.

"I think the senior gift is important because it is a great way to cement our class' legacy here at Hamilton. I am especially pleased with our class' choice of gift because it is such a great way to honor Pags' memory while providing students with a great opportunity to pursue a particular interest or passion," says Dawson.

Joan Hinde Stewart has established the President's Challenge, in which she promises to donate $10,000 to the Fund once participation reaches 90 percent of the class of 2012.

Paganelli's parents, Paul Paganelli '77 and Kerry O'Brien, released the following statement: "[We] can only pass along our sincere gratitude for this gracious, thoughtful and compassionate gift in Alex's honor. Although like most Hamilton students, he found the college a very (academically) rigorous and challenging environment, he loved it, and his friends there." The Paganellis' extended family has established The Alex Paganelli Scholarship Fund to "grant merit scholarships to local Massachusetts students who share Alex's passion for the athletics and the arts."

On Oct. 8, the Paganelli's will hold The Pags Memorial Classic to support the fund. Members of the Hamilton community are invited to attend and learn more at www.pagsmemorialclassic.com.

The Campaign for the Senior Gift kicked off on Sept. 22 in the Fillius Events Barn with the announcement of the Gift by co-chairs Mallory Dawson, Alexander De Moulin and Max Williams. Annual Fund Chair Aron Ain '79, P'09,'11 and President Stewart also gave speeches. Fundraising for the Gift will continue throughout the year.

Co-chair Max Williams commented that "every year a scholarship is awarded from the endowment, members of the Class of 2012 will receive a short biography on the person to whom it has been awarded and what this gift means to them. As time goes on the endowment will only grow, meaning that the impact our Gift has will only increase over time."

WEBPAGES.SCU.EDU

Hamilton: beloved college, esoteric man

by Emma Laperruque '14
News Editor

On the College's Bicentennial Kickoff Weekend, the name "Hamilton" lends itself to generations of great memories and myriad positive connotations. But was the founding father himself so popular?

According to Professor of History Douglas Ambrose and Associate Professor of Government Robert Martin, who led the lecture entitled "The Life and Legacy of Alexander Hamilton" in the Chapel on Saturday at 1 p.m., Hamilton was anything but widely liked. As Ambrose put it, if someone were to "list all the people Hamilton didn't get along with, we'd be here all day."

Most anyone knows that Hamilton perished in a duel against his enemy, Aaron Burr. While the lecture addressed this common knowledge, it also explored what makes Hamilton both "a unique figure in American history" and a "fascinating personality."

Of the two co-editors of *The Many Faces of Alexander Hamilton: The Life and Legacy of Hamilton's Most Elusive Founding Father*, Ambrose spoke first, focusing mainly on Hamilton's "obsession" with fame, reputation, posterity and honor. Making sure to note that "fame was something that was noble," in Hamilton's era, Ambrose elaborated upon the Reynolds Affair and the infamous duel by dramatically reading excerpts from Hamilton's *The Reynolds Pamphlet*, as well as his personal letters. "He lived his life for this," said Ambrose. "For us to talk about him."

Martin focused on Hamilton's political presence rather than his personal life, most notably on the creation of the American government and the pressure that rested on the Founding Fathers' shoulders to create an unprecedented "world where democracy is possible."

The "politics of distraction" served as a key issue for Hamilton—the conflict of deciding to what degree citizens can be critical of the government. Martin elaborated on Hamilton's viewpoint, that "if we're too vigilant and don't give [government officials] leeway to do what they're elected to do, they don't do anything." Many cite Hamilton's stance on this issue as evidence of his monarchist ways, but Martin argued that "Hamilton is not a monarchist." He understood the importance of "good, careful critics of government," but simultaneously wanted those people to "have confidence" in their government.

After the lecture concluded, an audience member inquired to what degree the College's namesake was involved in the College's creation. The answer came as slightly ironic: Hamilton "lent his name," and "that's it," Ambrose responded. "This is Samuel Kirkland's college."

Dartmouth provided home to Kirkland papers for years

from ***Documents****, page 1*

in what Isserman described as "experimental interracial education." Throughout this time, Kirkland discussed these plans with Wheelock, who founded Dartmouth College with the same intent to educate the Indians.

Dartmouth received many of its documents about Samuel Kirkland through the Massachusetts Historical Society. The Lothrop family, descendants of Kirkland, sold the documents to the society who in turn sold them to Dartmouth in 1999. Some of these writings, however, have been in their collection even further back in their history. According to Dartmouth's Special Collections Librarian Jay Satterfield, Dartmouth's "records concerning acquisitions" before the 1930's are not complete and do not include Kirkland's "A Plan of Education for the Indians," although it is presumed that they have had it for awhile.

"There is a very strong chance that it was among the early College records left behind by Wheelock. So, we may have 'acquired' it when Kirkland gave it to Wheelock, and it has remained here as a part of the College Records," said Satterfield.

Although Hamilton will keep this founding document for the rest of this bicentennial year, it will eventually be returned to Dartmouth College as agreed upon in the loan.

A commemorative gift for Hamilton's 200th birthday

Nine months ago, the Hamilton community mourned the loss of Alexander Paganelli '12 after his tragic and untimely death. Last week, "Pags" was again honored, this time in a spirit of hope and dedication to the future. The Class of 2012, surrounded by alumni and representatives of Hamilton's administration, announced its Senior Gift last Thursday: The Alex Paganelli Memorial Class of 2012 Research Endowment. The fund will provide support for student research, favoring fieldwork similar to what Pags was pursuing.

Senior Gift initiatives rarely take such a personal form, yet the members of the Class of 2012 seem to agree on the aptness of such a gift. When his time on the Hill was sadly cut short, Pags was unable to continue to develop his passion for the sciences. The fund in his name will provide others with the opportunity that Pags was denied, turning a devastating loss into hope for the future and a source of pride for his classmates who will make this endowment possible.

The nature of the gift will allow the Class of 2012 to create a permanent memorial to Pags, signifying the unfailing commitment of Hamiltonians to preserving the special bonds of our community and ensuring that these bonds continue long into the future. As the Bicentennial Class, this year's seniors are propelled by 200 years of achievements by their predecessors. In their choice of gift, the Class of 2012 builds off of the tradition of generosity to Hamilton to establish a legacy for Pags and his classmates that will continue to be relevant long into the future.

As further testament to the Hamilton community's dedication to this gift, President Stewart announced at the Senior Gift Kickoff her pledge to personally donate an additional $10,000 once 90 percent of the senior class has donated to the gift. President Stewart's pledge speaks to the importance and potential of this gift.

Pags's death was a shocking loss, yet Hamilton should take pride in the way in which it responded. The gift will allow Pags's memory to live on in future generations of Hamiltonians and encourage future students to be motivated by our College in the way that Pags was.

twitter
Username:
HCSpectator

Visit The Spectator online:
students.hamilton.edu/spectator

SpecBlogs
hcspec.wordpress.com

The Spectator editorial represents the opinions of the majority of the editorial board. It is not necessarily unanimously agreed upon.

The Spectator **is a publication of the Hamilton College Media Board. A volunteer staff of students handles all aspects of the weekly publication. The purpose of the newspaper is to provide the Hamilton Community with an honest, fair, timely and high-quality publication.**

Please Recycle Your Copy of *The Spectator*

Celebrating our 161st year in print. First published as The Radiator *in 1848.*

THE SPECTATOR

Editor-in-Chief
Allison Eck

Online Managing Editor
Nora Grenfell

Production Editors
Yaishna Santchurn
Bonnie Wertheim

News Editors
Kate Moore
Emma Laperruque

Arts & Entertainment Editor
Taylor Coe

Opinion Editors
Keith MacArtney
Anderson Tuggle

Sports Editors
Caitlin O'Connor
Kendall Weir

Features Editors
Sarah Destin
Sade Oyalowo

Editorial Page Editor
Julia F. Litzky

Science Editor
Julia F. Litzky

Senior Editors
Lily Gillespie
Hadley Keller

Advertising Manager
Meghan Woolley

Art Critic
Maeve Gately

Website Editor
Lily Reszi Rothman

Photography Editor
Fiona Hoffman-Harland

Copy Editors:
Scott Etkin, Leigh Gialanella, Sophie Hays, Mary Katherine Kagaoan, Nicole LaPan, Grace Liew, Emily Moore, Briana Wagner

Letters-to-the-Editor Policy

The Spectator's Letter-to-the-Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

About Us

The Hamilton College Spectator, *publication number USPS 612-840, is published weekly by the Hamilton College Student Media Board while classes are in session. Subscriptions are $60 per year. For more information about subscriptions e-mail spec@hamilton.edu. Our offices are located on the second floor of the Sadove Student Center. The deadline for advertisements is Monday the week of publication. For further information, please e-mail specads@hamilton.edu.*

A solution to alcoholism on the Hill: A dry campus

by Jeremy Adelman '13
Opinion Writer

The recent decision by Hamilton College to take the audacious initiative and enforce the statutes of New York State vis-à-vis the alcohol policy has earned, without much surprise, the animosity of most of the student body. I, however, believe the school is being lenient; alcohol is a dangerous drug, responsible for 75,000 deaths per year according to the Center for Disease Control and Prevention (to put in perspective, breast cancer claims just over 40,000 lives per year), with all available statistics strongly suggesting a link between early drinking and later alcohol dependency. Therefore, I believe our College should ban the possession of all alcoholic beverages by all students while on campus, regardless of whether or not they have attained legal age.

To begin, popular anecdotal myth holds that children who are exposed and trusted with alcohol at younger ages—either by their parents or at college—end up with safer drinking habits. Proponents of this theory point to Europe, where teenagers as young as 16 can purchase alcohol, as exemplifying smart alcohol policy. However, studies by the Pacific Institute and the University of Minnesota demonstrate that European teenagers and young adults have higher rates of alcoholism and are more apt to binge drink than their peers in the United States. Furthermore, there is a direct correlation between drinking age and per-capita alcohol consumption when comparing across countries. Rates of drinking and driving are higher in the United States, but the studies note that this is explained by stronger public transportation infrastructures, not safer drinking habits. In short, all evidence suggests that America's alcohol problems would be best ameliorated by raising, rather than lowering, the drinking age.

Secondly, those in favor of allowing college students the freedom to consume alcohol invariably argue on behalf of their supposed maturity pay no mind to the fact that a culture that celebrates perpetual adolescence has pushed back such expectations as raising a family into the thirties. Indeed, studies on the human brain suggest that the parts associated with decision-making and emotions do not fully mature until the mid-twenties. In this same vein, the removal of alcohol from campus would certainly help curtail the instances of sexual assault at Hamilton, as all evidence suggests the vast majority of college sexual assaults occur when one or both parties have been drinking.

Furthermore, the blithe assumption that prohibition would merely drive drinking into a dangerous underground is unsubstantiated; though the 1920s are often cited as evidence as to the contrary, US per-capita deaths due to alcohol use were on average 40% lower during prohibition than during the 1910s according to the US Department of Commerce. Also, with a de jure dry campus, Hamilton can expect fewer prospective drinkers in future incoming classes. Whil this might, perhaps, negatively impact our coveted low acceptance rate, I assert that prospective students who choose not to apply because our college bans alcohol are students we certainly do not want attending our college in the first place.

A year and half ago, after the College promised to crack down on the Class and Charter Day worship of Bacchus, an editorial appeared in *The Spectator*, asserting both the right to imbibe freely and the intentions of doing so regardless of college policies. Perhaps we are fighting a losing battle in attempting to discourage such reckless behavior, but at least we can discourage such libertines from attending our institution.

Letter to the editor

Re: Hydrofracking panel

I would just like to thank members of the Hamilton community and other attendees at the panel on hydrofracking on September 23, at 2 PM in the Chapel. Moderator Gene Domack did a terrific job and the panelists, Bruce Selleck of Colgate University and Stuart Gruskin, former DEC Deputy Commissioner, presented a sober, informative view of the issue. The audience was passionate and asked challenging questions, but nobody was unruly. I hope this is a model for our dialogue on this issue going forward. Continued dialogue means speakers with stronger views one way or the other and more intense debate.

However, I think we can maintain the same level of decorum. Regarding the substance of the discussion itself, I think it answered some concerns about hydrofracking and generated others.

Looking ahead, I myself would like to hear more discussion about the issues of water disposal, landscape impacts, and state regulatory capacity, as well as discussion of economic and moral dimensions of this issue. I also think that our community should hear from people on all sides of this issue in Pennsylvania, where the process has gone forward. I don't whether many minds were changed one way or other on Friday, but that is not necessarily the standard of success. An ongoing series of discussions like this one can help us think better about the actual priorities and tradeoffs involved in hydrofracking and thus debate more constructively.

Sincerely,

Peter F. Cannavò
Associate Professor of Government
Director, Environmental Studies Program
Director of Sustainability, Levitt Center

HAVE AN OPINION?

Write about it for THE SPECTATOR!

Any and all are welcome to our Opinion section meetings on Sundays at 4 p.m. in the Sadove (ELS) living room.

For more details, e-mail our Opinion Editors at:

kmacartn@hamilton.edu & atuggle@hamilton.edu

Thumbs Up	Thumbs Down	Who Cares?
Bicentennial cupcakes in Commons! Thought Provoking Emails: "If men could menstruate..." would we have tampondoms? Eat Local Challenge: Diner, anyone? Happy Rosh Hashanah! (No, it's cool, we forgot too.) Admissions' QR code poster: hip internet-generation draw, or map of the dark side?	Bicentennial cupcakes in Commons! ...All week. This week's forecast: Rain, rain, rain, double rainbow, double rainbow jokes, more double rainbow jokes, loss of faith in mankind. Give back the bicentennial banners by midnight and you won't get in trouble? It's a trap!!! Dear freshmen: We are so sorry about Silent Disco.	Building a Science Center: $56 Million. Buying a Science Center: $16 million. Peeing off the roof of the Science Center: Priceless. Bon Appetit challenges us to eat local, Dave Thompson challenges us to try p90x (is that some kind of drug?), Aaron Burr challenges me to a duel... What is it with this week?

by Matt Seaman '12, Andrew Robinson '12, Maribeth Johnson '13 and Michael Magaziner '14

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Feminists of Color Collective: A great new group for Hamilton College

by Christopher Delacruz '13
Opinion Writer

Last Wednesday was the first interest meeting of a new club at Hamilton College known as the Feminists of Color Collective (FCC). The meeting was a wild success, and those who attended had a lot to say.

The two students responsible for the creation of the club are Jennifer "JR" Roberts '14 and Tracey Ogagba '12. The FCC is very artistic and performance-oriented in nature.

The preamble of their Constitution states, "The Feminists of Color Collective will create a political safe space and artistic outlet for Hamilton students to explore the intersectionality between race, gender, class and sexuality."

Faculty Advisor of the FCC Dr. Crystal Leigh Endsley of the Africana Studies Department was particularly excited to work with the FCC, as she has a strong background in the arts, including her talent as a spoken word artist.

During the FCC meeting, Dr. Endsley took us through a very basic warmup for performers and then had the members do a number of activities to give them a good idea of what it would be like working with the FCC. The first game that everyone played was referred to as "the Wubba Wubba game." In the Wubba Wubba game, everyone got into a large circle, and people had to enter the circle doing a unique sound and movement. The game grew more difficult as people had to not only make unusual sounds and movements but also interact with one another in a distinctive manner. In another game, everyone had to split up into groups and create their own music video in the style of their choice. The first interest meeting of the FCC was positively received.

Jennifer Hightower '12 stated that she "had an amazing time at the Feminists of Color Collective meeting. For the first time (in a long time) I took pride in being a student of color on this campus."

What's the deal with all the performance? Well, the second objective of the FCC is to "educate the campus by combining open and honest discourse, literature and past experiences shared within the safe space to create three activist street theatre performances each semester." The FCC does not seem to have any plans for small, unnoticed performances either.

Kevin Alexander '13 said, "I love this feeling. Like the first Feminists of Color Collective meeting was merely the beginning of a powerful movement. I'm glad to be a part of it!"

The final objective of the FCC is to "enlighten the campus throughout the year by hosting a variety of performances, lectures and events centered around the intersection of race, gender, class and sexuality." In order to gain membership into the collective, one must first go through an audition, but the audition is not meant to cut members away from the club. Rather its purpose is to find out how you best fit into the club. The club has enough room for performance talents of all different types. To join, e-mail the founders or the faculty advisor of the club at jroberts@hamilton.edu, togagba@hamilton.edu or cendsley@hamilton.edu. The experience is sure to be an unforgettable one.

As Nanyamka-Keyane Fleming '14 stated, "I had an amazing time at the Feminists of Color Collective meeting. Seriously, though, one of the best experiences I've had at Hamilton thus far."

Campus unites for bicentennial

by Anderson Tuggle '14
Opinion Editor

Despite the apprehension leading up to bicentennial weekend (see article "Bicentennial overload hits the Hill this weekend" from 9/22 Spectator), the festivities turned out quite well, to the delight of Hamilton students, alumni, and parents alike. There were no golfcart collisions, lecture halls did not overflow into fire hazards, and, from what I can tell, everybody was able to get to where they needed in a timely manner.

For this logistical success, Hamilton owes a great deal of gratitude to our campus employees, who worked tirelessly to ensure that the masses were moved efficiently and safely. Admittedly, it was frustrating at times to have our normally-taciturn streets filled to the brim with vehicles and our peaceful pathways packed with visitors, but it was acceptable for an once-in-a-lifetime weekend.

Moreover, many campus employees had to park downhill themselves and get shuttled up to the College, so that families and students could park on the Hill. The employees handled the excess amount of work well, preparing exuberant amounts of food, setting up tents, and picking up waste. Again, we could not have accomplished this weekend's myriad activities without their dedication and patience.

Besides the deftly managed logistics of the weekend, the atmosphere was nothing short of astounding. For the first time in my Hamilton career, our utopian "village on the Hill" was transformed into a bustling metropolis. Well, perhaps not a metropolis, but certainly a far cry from the status quo. At last count, approximately 3,500 visitors flocked to the Hill—that's more than two visitors for every student! Walking down Martin's Way, I saw parents and grandparents, brother and sisters, professors and alumni all basking in the collective glory of 200 years of history. When I was out to dinner in Utica, I even came upon the Class of 1953 reunion, reminding me of the profound tradition that we all inherited when we matriculated in Kirkland Cottage.

At the very least, the bicentennial served as a great moment to reflect and appreciate the fact that, while we do eventually graduate and move on in life, we never depart the Hill entirely. We, too, will return. If not in body, then in spirit.

Of course the dances and drinking and shenanigans of the weekend were memorable, but that strikes me as a passing fancy. The most important aspect to treasure is that our Hamilton experience is part of a greater ideal, an ideal that will hopefully last another 200 years.

by James Grebey '12
Staff Cartoonist

Forty years later, printmaking presses on

by Taylor Coe '13
ARTS AND ENTERTAINMENT EDITOR

Printmaking is a fascinating art. One might even offer that it tends to the opposite of reality.

"What you get is the reverse of what you see," said Amy George Buchholz '80 to the dozen Kirkland and Hamilton alumnae, parents and other guests in attendance at the intaglio printmaking workshop on Saturday afternoon in List.

"It's like looking at yourself in a photograph," Buchholz added, commenting on the somewhat otherworldly notion of thinking about seeing the opposite of the world while trying to set it down on a copper plate.

"You get used to it," said Professor of Art Bill Salzillo, who also helped run the workshop along with Buchholz, Professor of Art Bruce Muirhead and Jake Muirhead '80.

In addition to the workshop, List also hosted a temporary show of prints for the Bicentennial Weekend. The prints were separated into two sections—one consisting of 100 prints from different students over the course of Professor Muirhead's 40-year career at both Kirkland and Hamilton, selected from the work of 1,000 students and the other section consisting of a display of the work of the Atelier 4.

The Atelier 4—the name that Salzillo, Buchholz, Muirhead and Muirhead have taken as a group—displayed 40 prints, with 10 from each artist. This exhibit marked the seventh show for the group, who have taken their work on a tour around colleges in upstate New York. The tour has served as good exposure for not only their work in particular, but for the art practice in general.

"A lot of people don't know what printmaking is," Salzillo said.

In seeming compliance with Salzillo's observation, most of the workshop participants didn't seem to have a clue what the printmaking process entailed. With a nod to scholarly clarity, the Atelier 4 squeezed a semester's worth of knowledge about printmaking into the terse span of half an hour—an overview of the process from the use of diamond-point needles (Buchholz uses an industrial diamond-point needle normally used to create computer chips for some drypoint etchings) to the use of the press.

Demonstrating the form of drypoint etching, Buchholz etched out a rough spot on a copper plate and passed it around the room for everyone to feel. The rough spots on a plate where lines are extremely close and cross over one another can even result in a uniform black background thanks to the way the plate traps ink and transfers it to paper.

"A lot of etching is tactile," explained Buchholz. "You have to feel it."

After that whirlwind introduction, the participants were set to work.

If the Atelier 4 wanted to drive anything home for the participants, it was the sense of collaboration created by the printmaking process.

"This studio has a kind of gravity that brings people together," said Salzillo, speaking in particular of his experience with the other three members of Atelier 4.

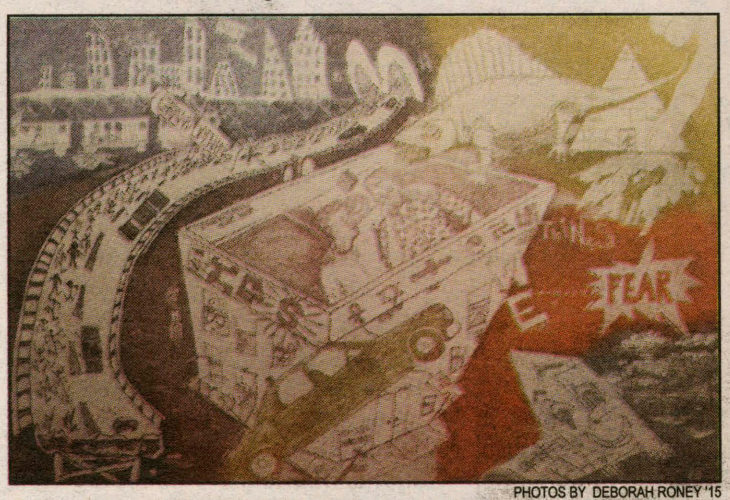
The bonds that hold these four artists together are multifaceted; they are friends, students, teachers and even family. Salzillo was a student of Bruce Muirhead at Middlebury, but later became friends when working together at Kirkland. Buchholz and Muirhead were both art students while at Hamilton (although Buchholz technically attended Kirkland for two years) and were naturally in contact with both Salzillo and Muirhead.

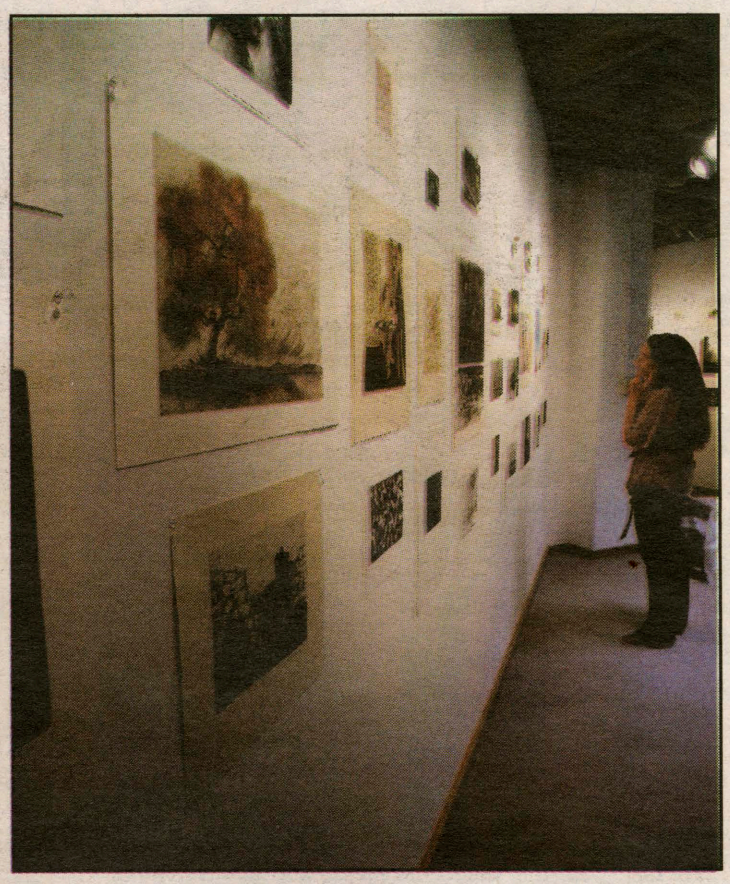
The workshop relationship between the four of them, Salzillo insisted, is nothing like that of painters simply working alone in a studio.

"Printmaking," said Salzillo, "has a unique, collaborative quality."

This tradition of printmaking is key not only to the art department of Hamilton, but to the trajectory and philosophy of a creative, artistic education born at Kirkland College and accepted into the Hamilton education and curriculum after the college merger in 1978.

The art on display reinforces the importance of printmaking in the history of art education at Hamilton. The 100 selected student prints, far more than the work of the professional artists, punctuates that importance. As most of the student prints are without attribution, they become an impressive testament to the enduring relevance of art in Hamilton's existence.





PHOTOS BY DEBORAH RONEY '15

Above, a student print from the past 40 years and, at right, a prospective student looks at the display this past weekend.

A&E weekly schedule

Acoustic Coffeehouse

Take 6

ATTPAC.ORG

From the top of Billboard's Contemporary Christian and Contemporary Jazz charts, the multiple Dove and Grammy Award-winning gospl/jazz a cappella group Take 6 performs at Hamilton College with its swinging harmony and rich gospel sound.

Wellin Hall
Friday, Sept. 30
8 p.m.

LONDONDERRYNH.NET

Liz Longley

A recent graduate of the Berklee College of Music, Longley has shown signs of being the next acoustic breakout artist. She received the grand prize in the International Acoustic Music Award contest (there were about 9,000 contestants). The concert will also feature opener Allison Weiss.

Thursday, September 29
8 p.m. / Doors at 7 p.m.
Fillius Events Barn

Hamilton HUM

Join WHCL to listen to stories from the community during an evening dedicated to the craft of storytelling. Inspired by NPR's Moth Radio, Hamilton HUM will edit together the resulting stories and broadcast them as part of a one-hour WHCL special.

Wednesday,
October 5
8:30 p.m.
Opus 1

The event is open to both the natural performer who can make the mundane miraculous and the novice who has a story worth telling. WHCL has officially opened a call for anyone within the Hamilton College community—students, faculty or staff—interested in sharing their stories. Contact Stephanie Hudon (shudon@hamilton.edu) or Ian Wayne (iwayne@hamilton.edu) with your story idea.

**Cursing is permitted, but will be edited out for the on-air broadcast. Solely explicit content is strongly discouraged as it cannot be aired on the radio.*

King Lear shakes up the Root Glen

PHOTOS BY FIONA HOFFMAN-HARLAND '13

The bicentennial weekend audience enjoys *King Lear* in the 1812 Garden.

by Lily Gillespie '12
Senior Editor

On a sunny, warm, late-September day, the Root Glen proved to be the perfect location for the staging of Shakespeare's *King Lear*. Performed by the student group Shakespeare in the Glen, the play was co-directed by Peter Oliver '12 and Mike Bickal '12.

One of the Bard's most well-regarded tragedies, the play tells the story of King Lear, an aging English monarch who decides to retire and bequeath his kingdom to whichever of his three daughters best demonstrates her admiration, love and obedience to her father.

The first two daughters, Regan and Goneril, played by Jordyn Taylor '12 and Alex Dorer '13, respectively, provide their father with the appropriate amount of praise. Cordelia, played by Ali Crivelli '14, however, refuses to follow the example of her sisters, so Lear banishes her in a fit a rage, an action that haunts him the rest of the play.

The Root Glen was an integral element of the performance, enhancing the experience for the audience. The environment served as a natural prop for the actors, including John Whitney '12, in the role of Edmund, whose opening lines were delivered atop a rock wall as he perched on the limbs of one of the overhanging trees. Jim Anesta '14, in the role of Edgar (Poor Tom), actually suspended himself from a tree during one scene and rolled in the dirt on multiple occasions to convey his character's madness.

One of the many unique features of this particular setting was the ability to see the actors milling about the Glen even when they had exited the "stage," which lent a realistic feeling to the production: as if we were watching the real court rather than having our focus confined to the stage as in a more traditional theater.

The title role of King Lear was assumed by three seniors, Shayna Schmidt, Peter Oliver and Jonathan Higginbotham, all of whom brought a different dimension to the role. Schmidt, the first itineration, portrayed the aging king, a hunched drunkard whose anger, pride and imperious nature lead him to banish his youngest daughter from the kingdom in a rage. Schmidt convincingly played the angry patriarch, especially when wishing great evil upon the shunned Cordelia.

Oliver provided the second version of Lear as he begins his descent into madness; Oliver seemed well-suited to this particular stage in Lear's development as a character for he was able to successfully capture the flailings and incoherent mumblings often associated with the insane. Oliver's willingness to embrace the physical nature of the role also lent itself to creating an image of King Lear as a madman, falling on the ground and doing somersaults.

The third and final incarnation of the king was performed by Higginbotham, whose entrance onto the scene featured him emerging from the Root Glen bedecked with a flower crown and twigs in his pocket. The phase of Lear in the grips of madness was well-played, yet Higginbotham also captured the king's emergence from madness and his incredible remorse at having banished a beloved daughter. Higginbotham was eloquent in this role, conveying sincere emotion, particularly when Lear carries the dead Cordelia onstage and is so stricken with grief that he himself dies. Higginbotham delivered a performance rife with emotional intensity yet free of the over-dramatized hysterics on which a less experienced actor may have relied.

Overall, it was a well-done performance that displayed the talents, both directorial and acting, of those involved. Perhaps one of Shakespeare's most challenging plays, the actors handled the material in a creative and skilled manner, intelligently conveying the depth of emotion felt by Shakespeare's conflicted characters.

Peter Oliver '12, as King Lear, and Cailin Chang '13, as the Fool perform in the Glen.

PHOTOS BY VICTORIA LIN '15

The Dick Hyman Sextet has become a fixture in the fall jazz schedule at the College, and this semester was no exception. Composed of top-notch musicians, the band features notable jazz musicians such as Dick Hyman, at left, and Nicki Parrot, on bass, and Jackie Williams, on drums, at right. In an interview with *The Spectator* Radio Show on Friday evening before the concert, Parrot spoke at length about her friendship with Les Paul, her songwriting and her experiences in the Broadway pit. Check out the radio show on Friday evenings from 6 p.m. to 7 p.m. for news coverage and interviews with visiting artists.

WHCL CORNER

Album Review: *The Whole Love* - Wilco

BLOGSPOT.COM

by Ian Wayne '12
WHCL Senior Advisor

Wilco fans are often too lovey-dovey to hate anything the band puts out. Those who drank the punch long enough ago for it to have worn off were rightfully repulsed by the Chicago-based crew's last release, *Wilco (the Album)*. We feared the thing would be a tombstone. In a return to familiar style, Jeff Tweedy and the whole gang clawed their way out of the grave with their new release, *The Whole Love*, without making it look difficult.

If *Wilco (the Album)* was, as I heard Tweedy call it, the first album he made as a stable adult (i.e. not addled by drug addiction or depression), then I'm not sure what this is. All the things about Wilco that made me feel like the band was sliding into Dad-Rockdom (as in the refrain "WILCO!!") are gone—or at least less prominent—but, as far as I know, Tweedy is still happy. Whatever the cause, I can listen to *The Whole Love* over and over again.

I agree with what seems to be the dominant reading: *The Whole Love* is a collection of songs representing the course of Wilco's 15-year career. The opening two tracks of the album, "Art of Almost" and "I Might" are strange and interesting, playing with looped ambient sound, gargling guitar and bass lines plotted over the top. This experimental, engaging sound catches our ears similar to *Summerteeth* (1999) and *A Ghost Is Born* (2004). "Born Alone" has a bright, riff-heavy guitar line and melody with the light bursts of energy from *A.M.* (1995). "Open Mind" is twangy, sweet and restrained like the late tracks on *Being There* (1996). "Dawned On Me" grasps at the ingenuity of *Yankee Hotel Foxtrot* (2002), but falls short of that album's musical ambition.

"One Sunday Morning" gives us a sense of what Wilco is now. It's a beautiful ride with the repose, care and attention of six musicians who are all grown up, but not through with making interesting albums. There's also no illusion that the band is anything other than The Jeffy Tweedy Show; drummer Glenn Kotche and virtuoso lead guitarist Nels Cline are both used to little effect. But there's no use fighting the tide—Wilco albums will probably never bite the way that *Yankee Hotel Foxtrot* and *A Ghost is Born* did. We can only be thankful that *The Whole Love* asks us to give it some thought.

Historical tours reveal fascinating facts about Hamilton

by Sarah Destin '14
Features Editor

The rich and oftentimes humorous history of Hamilton College was very present on campus during the Bicentennial Weekend. No more was this true than during the historical bicentennial tours of campus that gave students, alumni and parents a more complete understanding of the history of Hamilton.

However, saying that the historical tours expanded students and alumni's understanding of Alexander Hamilton is a slightly misleading statement, as he actually had very little to do with the founding of the College. Before founding the Hamilton-Oneida Academy, Samuel Kirkland asked Hamilton's permission to use his name.

"Kirkland asked to use Hamilton's name for the school and nothing else. Alexander Hamilton wasn't required to donate money or provide any support to the school," tour guide Alana Christopher '14 explained.

In fact, Alexander Hamilton didn't even attend the ceremony to place the cornerstone on the first building; instead Baron Von Steuben served as his stand-in.

"Von Steuben was very influential on Hamilton's campus. Our mascot 'The Continental' is based off of Von Steuben, and the tri-cornered hats on the tops of the graduation canes are modeled after Von Steuben," Christopher said.

However, the Hamilton-Oneida Academy failed due to lack of attendance, and Hamilton College was chartered in 1812. Unfortunately for Samuel Kirkland, he died in 1808 and was never able to see what Hamilton College became.

"One interesting fact about Kirkland was his relationship with Oneida chief Skenandoa.

They were both buried at Kirkland's home, the Harding farm, but were moved up to Hamilton's cemetery in 1856. Kirkland converted Skenandoa to Christianity and when Kirkland died, Skenandoa said something along the lines of, 'I want to be buried next to Kirkland, so I can hold onto his coattails as he goes up to heaven.' They're now buried next to each other in Hamilton's cemetery," Christopher said.

PHOTO COURTESY OF SARAH DESTIN '14

One building that Christopher enjoyed highlighting on the historical tours was the Chapel, which has historically been the sight of numerous funny stories and pranks. One of these pranksters was Henry Wheeler Shaw, an author who went by the penname Josh Billings and was very well-known during his lifetime.

"Henry Wheeler Shaw once climbed up the lightning rod of the steeple and removed the clacker from the bell in the Chapel. The students regarded him as a hero because they weren't able to wake up for class the next morning, but he was expelled later," Christopher said.

As well as being home to numerous pranks, the Chapel was also the place of many humorous Hamilton traditions.

"There was also this thing called the 'Chapel Row' where all the grades would process out of the Chapel from oldest to youngest and then the sophomores would always slam the door right after they left and the freshmen would have to fight their way out," Christopher said.

Somehow, some of these traditions haven't quite managed to hang on at Hamilton, but the historical tour gave students and alumni the opportunity to learn about some interesting facts about Hamilton College's past.

PHOTO COURTESY OF SARAH DESTIN '14

FROM WHERE I SIT
HAMILTON'S INTERNATIONAL PERSPECTIVES

by Huong Nguyen '15
Features Contributor

It's Family Weekend! To be honest, I love the idea that for a couple of days, parents come and see how much their children have grown into mature, independent college students and yet are still the same person.

One of the most interesting things that happened this weekend was listening to my American friends complain about the food at the dining hall to their parents! Our food is not bad at all; we have really good sushi, great fries and the best ice cream in town, but somehow, being around their parents turns even the most mature adults into kids.

Parents are in the know immediately as to which professors are "hard-graders" and which courses are "easy As"(really?), who their child's new friends and classmates are and how the roommate situation is going. Of course, parents don't leave the Hill without getting a tour of the beautiful campus that is now a second home to their kids.

Unfortunately, as students hailing from abroad, we were not seen walking around the Hill with our parents this weekend. No matter how much we willed it to be, we knew that they would not be surprising us by magically appearing in front of Commons with our pets: dogs, cats or even parrots. Their absence, however, did not mean that we would just sit in the corner of the ever-so-crowded Commons, avoiding the students and their families excitedly catching up.

No, we were loud and proud as we welcomed the parents of our friends and classmates, joining in the conversations here and there (with tact, of course!). On Friday, a group of us frosted 6,000 cupcakes in McEwen for Saturday's thousands of guests, which surely was amazing. I mean, with so much cream cheese and Bavarian cream goodness, how could these cupcakes be anything but amazing? Then dinner on Saturday night at one of our favorite professor's house, a beautiful wooden cottage down the Hill. With our fingers crossed, she thankfully offered to give us rides back up to campus.

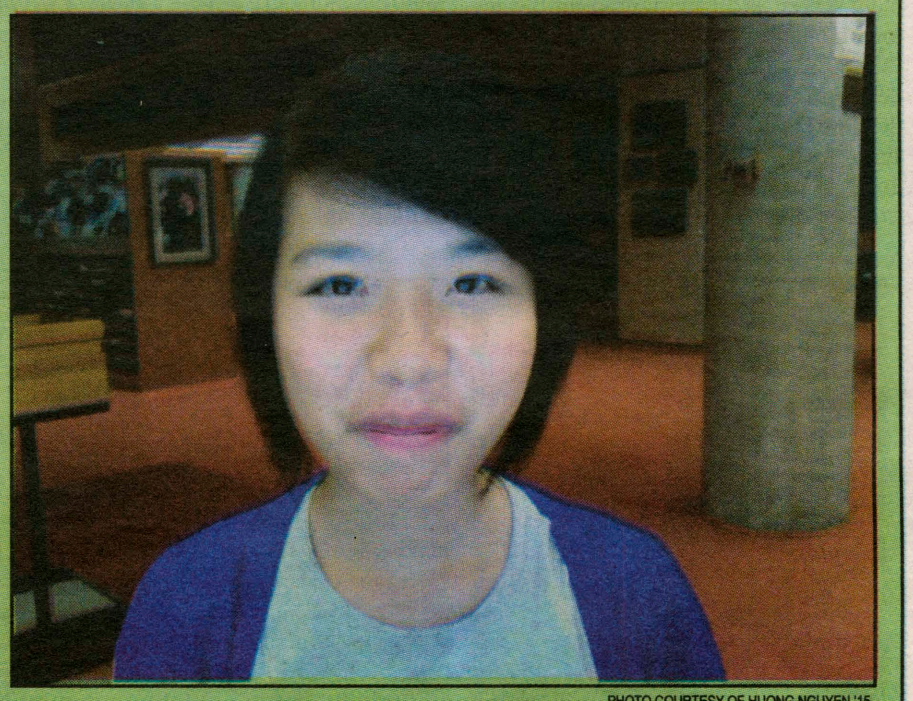


PHOTO COURTESY OF HUONG NGUYEN '15

We wanted to partake in Silent Disco, as it guaranteed that the weekend would not go down without a bang —this type of dancing is definitely something we don't do at home, but it should be introduced very soon. Then we had a movie night with friends, curled up on the couch with warm buttery popcorn and lots of other munchies to conclude this *sans* Family Weekend. All this sounds pretty ordinary, but there is nothing better than some good old "home-cooked" comfort food to get rid of the homesick bug.

There's no telling how next year's Family Weekend will be, but this year, I think we were OK. Maybe better than OK—thanks to the awesome people on the Hill, we were able to blend in seamlessly with the happy faces having a great time during Hamilton's Bicentennial Family Weekend.

HEAG's Corner: A word on recycling

by Bismar Montano '14
HEAG MEMBER

This is part of a series of articles that will be published intermittently throughout the year. These articles are meant to educate students about environmental issues that happen both on-and-off campus. They are written by HEAG members but do not represent the opinions of the entire organization.

Remember when HEAG had those reusable mugs available? It was a failed attempt to reduce the waste the Hamilton campus produces, particularly the paper coffee cups that are available in the dining halls. However, these mugs are now long gone. We, HEAG, are trying to resurrect this program, but we want to make it succeeds this time. Although Bon Appétit is trying to help in our environmental crusade, we still lack the support of the Hamilton student body. Perhaps some students don't realize how easy it is to make an impact on the environment.

For example, I often see plastic soda bottles and other recyclables in the trash bins when they belong in the recycling. I admit that, when we are in a rush, we often tend to just throw our trash wherever is most convenient. However, at Hamilton, this shouldn't be a big issue because the recycle bins are never far from the trashcans. We can help Hamilton College become more environmentally friendly by shooting these paper and plastic containers into the recycling bin.

Another small thing you can do to help the environment is to be aware of what is compostable. For example, although Commons paper cups are not recyclable, they are compostable, and if you discard them in Commons or McEwen, they will be composted. Additionally, the disposable utensils that are off-white and slightly thicker than normal plastic utensils are also compostable so they should be discarded in the dining halls if possible. Also, all Opus cups are recyclable.

I know that several items are difficult to distinguish as recyclable or not. Things made from paper, aluminum, glass and plastic can be recycled. However, plastic is a little tricky. Check the numbers that are inside of the recycle symbol that will be somewhere on the packaging. In Oneida County, all materials can be recycled except for those labeled six. And remember: You no longer need to sort recycling by the type of material.

HEAG wants to help make it even easier for students to help the environment, and we appreciate input from the Hamilton community at large. Do you have suggestions about how to make the Red Mug program work? Do we need more multi-purpose recycling bins, like the ones in our dorms, in academic buildings? Creating a sustainable campus requires participation and contribution from the student body. If there are any ways in which we can help the community become more environmentally aware and sustainable, please let us know at HEAG@hamilton.edu.

HEAG's Take Back the Tap Poster raises awareness about the amount of plastic consumed by water bottles.

Mary Evans encourages students to think about careers early

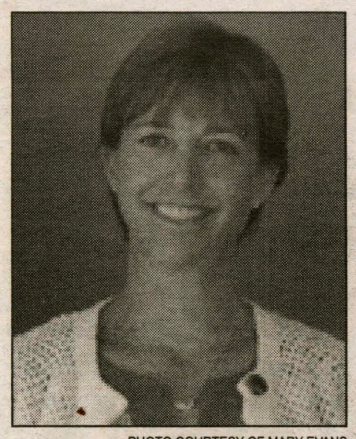


PHOTO COURTESY OF MARY EVANS

by Sarah Destin '14
FEATURES EDITOR

We sat with Mary Evans, new Executive Director of the Career Center, to discuss her new job and hopes for Hamilton Students.

How did you end up working at Hamilton's Career Center?

I joined the Career Center staff as Interim Executive Director in July. While I'm new to the Career Center, I'm not new to Hamilton. After graduating in 1982 as a proud member of Hamilton's first coeducational class, I joined the Communications and Development office for a one-year internship working with the Senior Gift Campaign and programs for recent graduates.

That internship turned into a full time position by the following year, and the rest is history. This will mark my 30th year as a member of the College's administration.

What was your previous career path that led you up to this point?

After the internship mentioned above, I moved into Annual Giving programs, then Major Gifts and for the last 15 years, Principal Gifts. Those positions allowed me the privilege of working with the College's most generous benefactors to establish endowments for scholarships, faculty support and new programs on the Hill, as well as to fund building projects across the campus.

Most recently, it has been a special pleasure to work with Wendy and Keith Wellin and other supporters of new arts facilities currently under construction. Interestingly, for the past 15 years, I have been a "remote employee" for Hamilton, working from my home in Wilmington, North Carolina.

The Career Center is a part of the Communications and Development division at Hamilton, and in July, Dick Tantillo asked me to move into this new position to build on the strength of the current program with even stronger and more effective relationships with all of our constituencies both on and off campus.

As the director of the Career Center, what sorts of services do you offer to the students?

At the Career Center, we offer programs for students from their first year on, often including work with recent graduates. The core of our work is one-on-one counseling sessions with students—over 2,500 last year. We welcome students who know exactly what they hope to do in life, and we especially welcome students who are just beginning the process of thinking about their future.

In addition to individual counseling, we offer workshops for students throughout the year on a variety of topics and we work with campus visitors who come to Hamilton to talk about potential internship and jobs.

Please start early to think about the intersections between what you are learning in the classroom and what you really care about in life. Even if you do not have any idea what you might want to do, if you think as early as your sophomore year about your interests, skills and passions, you will have the time to explore options for your life after Hamilton. Taking part in shadowing and internship programs will offer a taste of what you are considering. Taking an active role now will allow you to take control of your future so that when you graduate, you will do what you want to do as opposed to taking whatever job you can find at the time.

What sort of changes are you hoping to bring to the Career Center?

My goal is to build on the good work already talking place at the Career Center by engaging more students earlier in the process, building connections to faculty, and engaging alumni and parents in the process as mentors, shadow sponsors and even potential internship or job sponsors.

What are some of your main responsibilities as director of the Career Center?

In addition to working with our professional counseling staff, peer counselors and our amazing student workers, I am also responsible for strategic initiatives to engage students, faculty, alumni parents and potential employers. I spend a lot of my time meeting with people on and off campus, talking about the Career Center and asking for their help in building a "best in class" program at Hamilton.

What part of the job do you find to be the most rewarding?

Being back on campus, reconnecting with colleagues on the Hill and getting to know our remarkable students. Really, though, I find most rewarding the challenge of developing a program which will serve our students well as they look forward to a long and satisfying life in a world which is changing more rapidly than any of us can imagine. In 1982, my senior classmates and I put our hand-typed applications in the mailbox and waited at the Mail Center for the response.

In 30 years, today's way of doing things will seem similarly ridiculously out of date. In Career Services, we must break the mold on the old way of thinking about post-graduate pursuits and create a model which will prepare our students well for lives of passion in a truly global world. My colleagues and I take that responsibility very seriously and we will measure our success by the satisfaction of our graduates.

The Career Center

Eastern College Career Days

A special interviewing day for SENIORS only!

Eastern College Career Day (ECCD)- Boston
is an opportunity to interview for full-time, post-graduate opportunities with employers from the Boston/New England area.

Friday, November 18, 2011; 9:00 a.m – 5:00 p.m.
Back Bay Events Center, 180 Berkeley Street (Corner of Berkeley & Stuart) , Boston

CONSULTING/FINANCE
ANALYSIS GROUP
BOSTON PARTNERS FINANCIAL GROUP
CAMBRIDGE ASSOCIATES
COMPASS LEXECON
COPERNICUS MARKETING & RESEARCH
FACTSET RESEARCH SYSTEMS
FEDERAL RESERVE BANK OF BOSTON
HIGHVISTA STRATEGIES
KANTAR RETAIL
NERA ECONOMIC CONSULTING
NORTHBRIDGE GROUP
NORTHWESTERN MUTUAL FINANCIAL NETWORK
OPERA SOLUTIONS LLC
PUBLIC CONSULTING GROUP
STATE STREET CORPORATION
TORTOISE INVESTMENT MANAGEMENT

EDUCATION
CARNEY SANDOE & ASSOCIATES
SHADY HILL SCHOOL
THE GREENWICH COUNTRY DAY SCHOOL
THE NEW ENGLAND CENTER FOR CHILDREN
THE PIKE SCHOOL/LESLIE UNIVERSITY

SCIENCE/HEALTHCARE
IMMUNE DISEASE INSTITUTE
TRIUMVIRATE ENVIRONMENTAL
ZOCDOC

TECHNOLOGY
EPIC
GARTNER

NON-PROFIT
APPRISE INCORPORATED
FOREST FOUNDATION
GRASSROOTS CAMPAIGNS, INC.

SALES
COMMONWEALTH ANNUITY & LIFE INSURANCE
EF EDUCATION FIRST
GARTNER
NORTHWESTERN MUTUAL FINANCIAL NETWORK

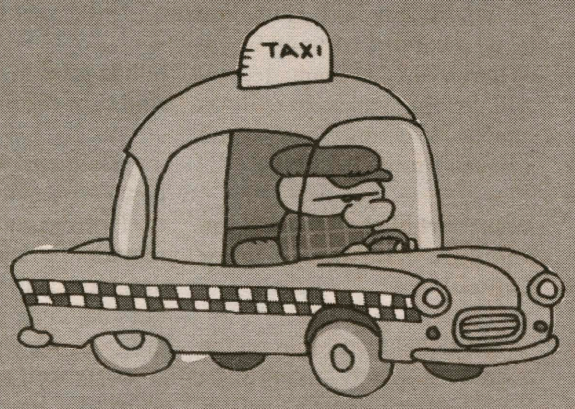
GOVERNMENT/POLITICS/POLICY
FEDERAL RESERVE BANK OF BOSTON
GRASSROOTS CAMPAIGNS, INC.
MATHEMATICA POLICY RESEARCH

MARKETING/MGMT/ACCT/LEADERSHIP
ALLSTATE INSURANCE COMPANY
ANALYSIS GROUP
ARNOLD WORLDWIDE
COPERNICUS MARKETING & RESEARCH
EPIC
LIBERTY MUTUAL
MATHEMATICA POLICY RESEARCH
NERA ECONOMIC CONSULTING
NORTHEASTERN U./PRICEWATERHOUSE COOPERS
SUFFOLK CONSTRUCTION
URBAN OUTFITTERS, INC.

ENVIRONMENTAL
TRIUMVIRATE ENVIRONMENTAL

REGISTER/VIEW JOBS: eccdb.experience.com
DEADLINE TO APPLY: Tuesday, October 11 @ midnight
Questions? sshannon@hamilton.edu

NEW HARTFORD TAXI



Airport Pickup and
Drop Off Service
*Group Rates Now
Available*
507-2171

Fresh homemade cider donuts, plain or cinnamon sugar | Local apples

Got Cider Donuts?
We do.

Clinton Cider Mill

28 Elm Street
Mon-Sat 10-6 | Sun 10-5
853-5756
Open through Thanksgiving
Find us on Facebook

Buy a dozen donuts and get an extra donut free
with this ad any time during the 2011 Cider Season

Cookies, pies, & muffins | Local maple syrup, honey, & cheese | Hot soup & chili | Gingerbread Men

Sweet fresh apple cider, served hot, cold, & frozen | Croghan bologna | Clinton Pottery | Popcorn

On weekends watch cider being pressed on our 100-year-old cider press

Start Your Career in Accounting.

Northeastern's MS in Accounting/MBA for non-accounting majors:

- Earn two degrees in just 15 months.
- Complete a 3-month paid residency at a leading accounting firm.
- Proven track record of 100% job placement.

Application Deadlines:
November 15, February 1 and March 15

Learn more about the program and upcoming events at:
www.msamba.neu.edu.

Become our fan on Facebook.
facebook.com/northeasternuniversitymsamba

617-373-3244
gspa@neu.edu
www.msamba.neu.edu

Northeastern University

Alex Rimmer '13 seals win with straight shot

from W. Soccer, page 16

the weekend, and they used it to pump themselves up for their game Sunday against Wesleyan.

A win against Wesleyan was essential for Hamilton in order to earn a spot in the NESCAC tournament. Alexander "Shimmer" Rimmer '13 scored first off an assist by Emi Birch '14, but Wesleyan scored on a play from a free kick and tied up the game.

Wesleyan rallied for another goal, but the Continentals refused to let another team sneak by them. The defense, led by Sarah Boak '12, stepped up to the plate and refused to let Wesleyan gain momentum. As the clock ticked on and the game remained tied, another overtime period seemed imminent. Suddenly, freshman defender Meg Alexander '15 launched a shot from 25 yards out and put the Continentals back into the lead in the 79th minute. Determined not to take any chance at going into another overtime, Rimmer secured the win with another goal off a direct kick, and the Continentals walked away victorious with a 3-1 win.

Before this weekend, Coach Colette Gilligan believed that in order for the Continentals to cinch a spot in the NESCAC tournament, "We need to get into a rhythm, but we also need to react and to set our own pace for the game."

The Continentals did exactly that this weekend. When Wesleyan threatened Hamilton's well- earned win, the Continentals set their own pace and Alexander stepped up to the plate to snag the team's biggest victory this season. The Continentals look forward to their next game this Saturday, Oct. 3 at Bates.

"We need to get into a rhythm, but we also need to learn not to react and to set our own pace for the game"
-Head Coach Colette Gilligan

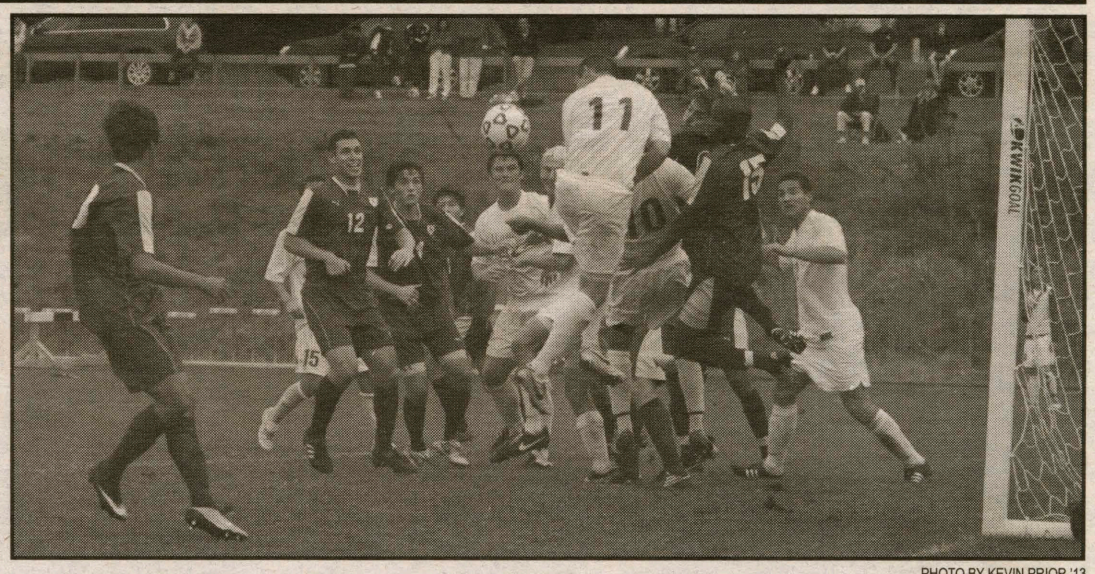


PHOTO BY KEVIN PRIOR '13

Hamilton crashes the net on one of its five corner kick opportunities vs. Amherst.

Men's soccer continues struggles in NESCAC play

by Scott Etkin '14
Sports Contributor

In a scheduling maneuver that took advantage of Hamilton's Bicentennial Weekend, the Continentals confronted the ambitious task of facing two leading teams in the NESCAC, Amherst and Wesleyan, on consecutive days. To the disappointment of over 800 spectators at Love Field across both games, the Continentals were unable to secure their first conference win of the season, falling 0-1 and 0-2, respectively.

Amherst, ranked fifth in the country, took an early advantage by netting a goal in the 17th minute. Throughout the rest of the game the Lord Jeffs were able to maintain their lead, but not without some moments of doubt. Hamilton's chances—five corner kicks and 12 shots—were highlighted by an opportunity by captain Frank Campagnano '12 in the 83rd minute, who's shot swerved just wide of the left post.

The Continentals were able to remain within striking distance due to solid defense and nine saves recorded by goalkeeper Eric Boole '13. Less than 24 hours later, Hamilton faced off against Wesleyan, another undefeated team.

Again, the opposition got to the scoreboard first on a 12th minute corner kick. Wesleyan added insurance to their lead midway through the second half, and Hamilton, unable to respond, ended their second straight game in shutout fashion.

While the Continentals may have been suffering some symptoms of fatigue from their previous contest, signs of sluggishness were not reflected in their 14-8 shot advantage. Of those attempts, however, goalkeeper Adam Purdy '13 was only forced to make three saves.

With the weekend's results, Amherst and Wesleyan managed to keep their records unblemished and combine to occupy two of the top three spots in the NESCAC standings.

Hamilton is currently 10th in the NESCAC with a 0-4-1 record. Their one victory, a 2-0 out-of-conference win against SUNY IT, came on Sept. 20.

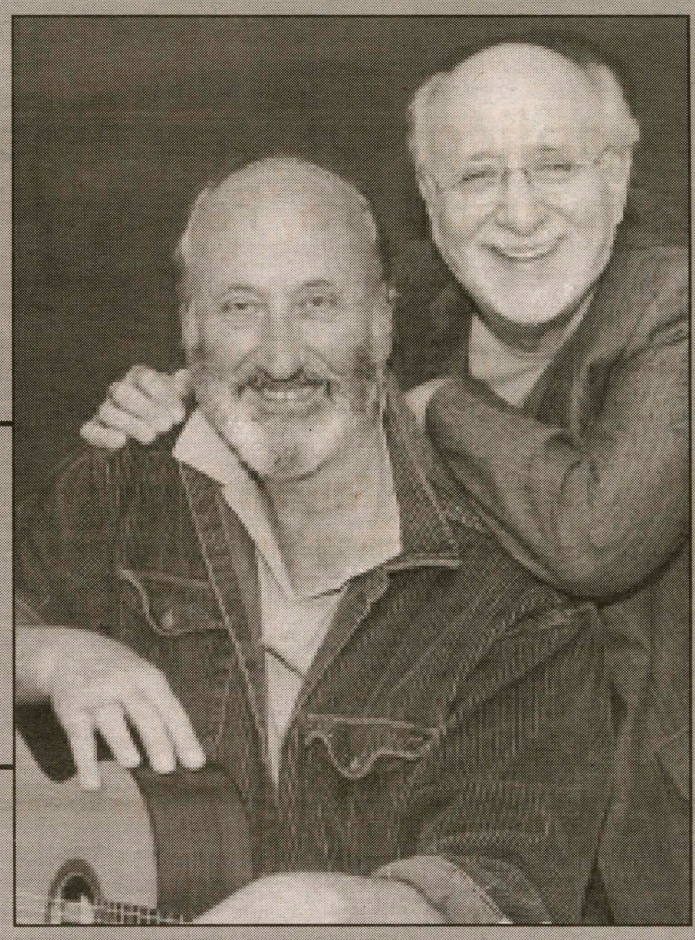
Following the rigorous weekend Hamilton will try to regroup before facing Bates away on Oct. 10. This contest may present Hamilton's best opportunity to record that elusive first onference win as Bates, 0-3, is the lone team below Hamilton in the NESCAC standings.

The Kirkland Art Center in Clinton, NY

presents in concert...

Peter Yarrow and Noel Paul Stookey

Celebrating 50 Years of Peter, Paul and Mary



Sunday, October 9th
7:00pm at the...
Clinton Performing Arts Center

Tickets $40.00
Info call... **(315) 853-8871**

Eck and Milne star in record-setting win

*from **M. Football**, page 16*

ticularly impressive. Jordan Eck '13 threw just four incomplete passes, meaning the Continentals kept the clock running almost every time they went to the air. Garrett Hoy '13, James Stanell '14, Ryan Cray '11 and Kevin Petrick '13 all caught at least five passes and continually ran precise routes.

Finally, the Continentals made clutch plays. They forced three turnovers on downs, the most important being Senior Dylan Isenberg's pass deflection at the three-yard line with five seconds left in the game.

EFFICIENT ECK

Jordan Eck '13 began his first season as the Continentals' full-time starting quarterback with a bang. He went 29 of 33 for 260 yards and two touchdowns, good for a 174.06 passing efficiency rating.

"It's the best I've felt after a Hamilton football game," said Eck. He set a Hamilton single-game record by completing a whopping 88 percent of his passes, and two of his incompletions were throw-aways. Eck made plays from the pocket and on the run all game and showed a quick release and great decision-making skills. His performance earned him NESCAC Offensive Player of the Week honors.

"He's a great leader. You love to play for him," added Smith. "He can really make plays out there."

HIGH-MOTOR MILNE

Outside linebacker Ian Milne '15 was a monster on defense during Saturday's game. His six solo tackles were second most for the Continentals (Ted Finan '12 led the team with eight). He had two tackles for loss, which led the Continentals, and had the team's lone sack. Finally, he broke up two passes, second on the team behind Isenberg's three.

"He's a great competitor," said Pitaresi. "He gets to the ball and is a great tackler."

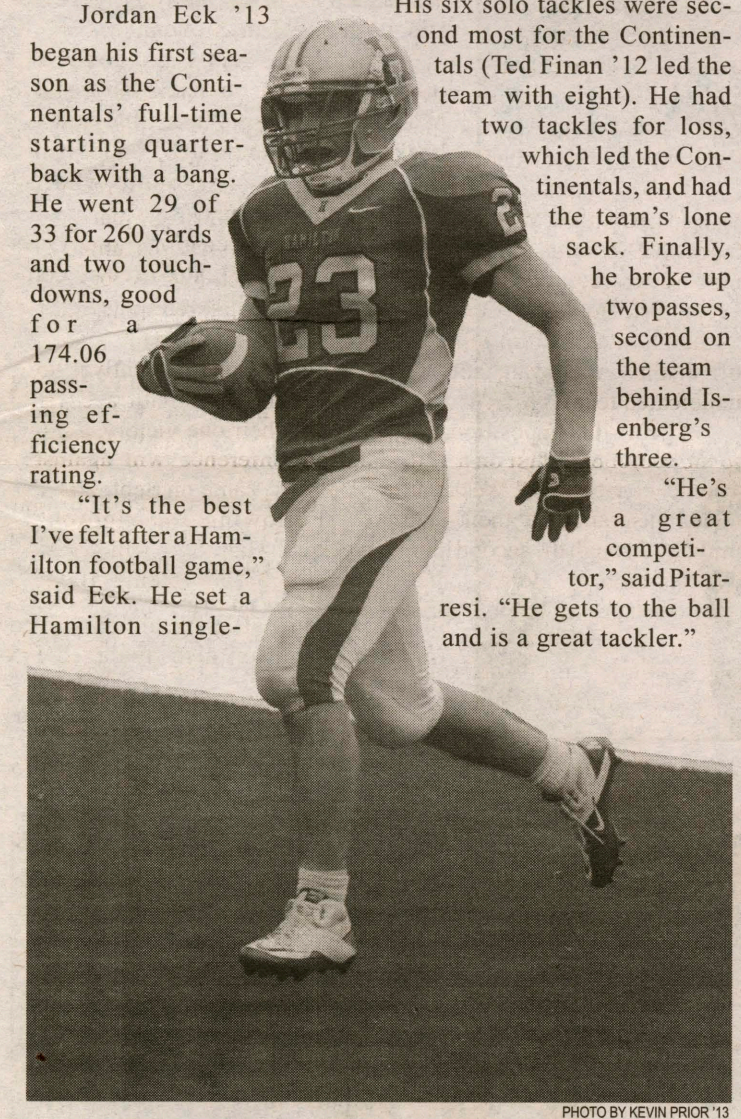


PHOTO BY KEVIN PRIOR '13

RB James Stanell '14 ran over Tufts with 87 rushing yards, 49 receiving yards and a touchdown.

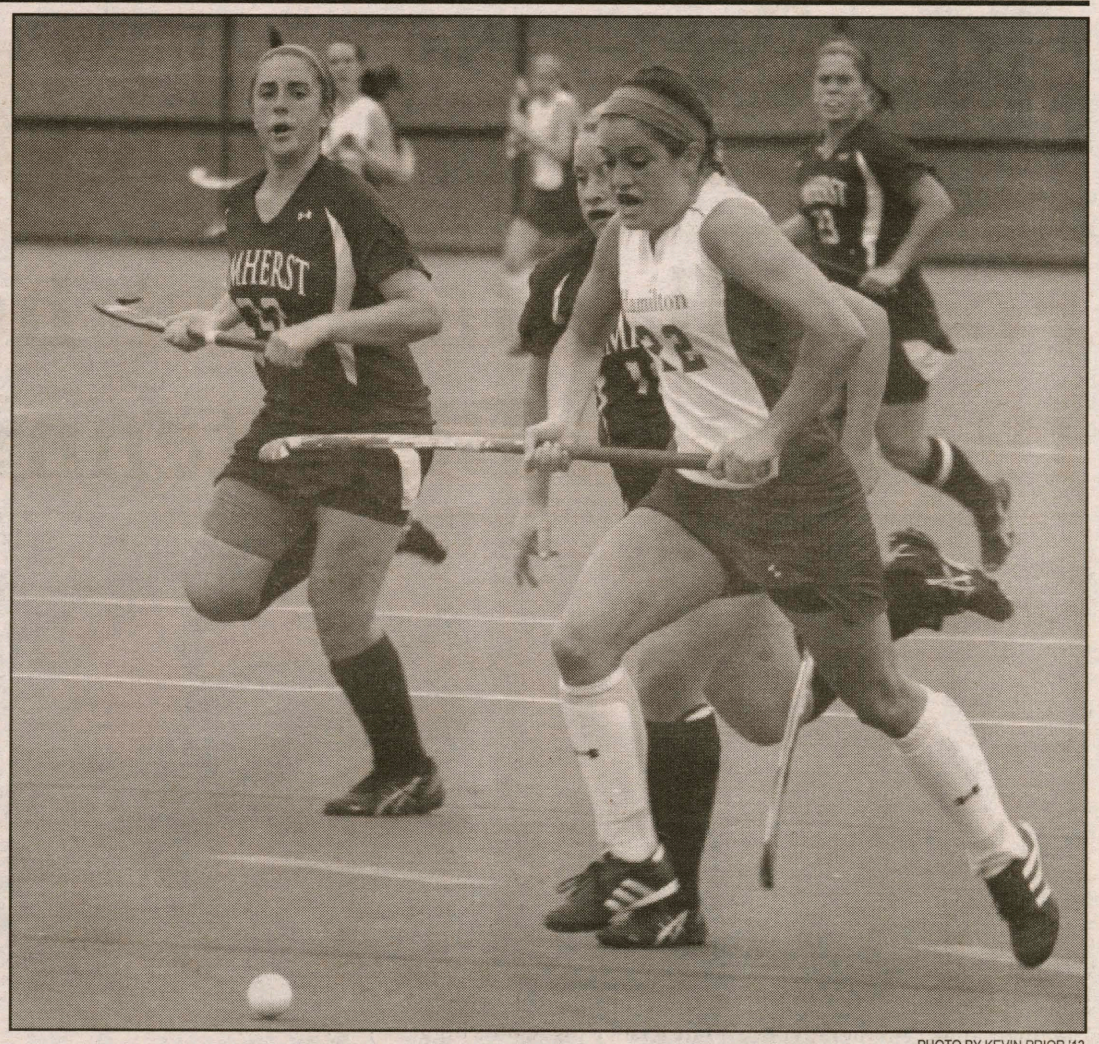


PHOTO BY KEVIN PRIOR '13

Mary Lancaster '12 fights for the ball before a goal against Amherst on Saturday.

Field hockey breaks even

by Stephen LaRochelle '14
Sports Contributor

It's remarkable how quickly momentum can shift in the span of a mere 24 hours.

Sparked by a second minute goal from Mary Lancaster '12, the Hamilton field hockey team pulled off an impressive upset over NESCAC foe Amherst College in front of a huge crowd of family and friends this past Bicentennial weekend.

Only twenty four hours later, however, Hamilton looked lackluster in a 2-0 loss to Wesleyan.

The Lord Jeffs entered Saturday's conference game unbeaten and ranked twelfth nationally before suffering a 2-1 loss to the Continentals. Only seven minutes after Lancaster commenced the scoring, Nikki Haskins '14 netted Hamilton's second goal to give the Continentals some much needed insurance. Towards the end of the first half, Amherst drew within one, but in the second half the defense and goalkeeping were flawless. Hamilton improved to 2-1 in conference play and proved to the conference and the country that they were a legitimate contender and could beat anyone.

Sunday, however, the Continentals looked like a different team. The Cardinals, who entered Sunday's match winless in NESCAC matchups, outplayed Hamilton in all facets of the game. Wesleyan outshot Hamilton 19-9 and had 10 corner opportunities in the first half alone. Hamilton managed to keep the game scoreless until just before the end of the fist half thanks to some terrific goaltending from Victoria Trentini '15, whose diving stop with a minute left in the half induced awe from the large crowd. Wesleyan's relentless attack would eventually prove too much for the Continentals defensive front to handle. The Cardinals had possession for the vast majority of the half, and they finally managed to sneak a goal through on one of their many corners. Sunday's game represented a disconcerting shift in quality of play from a Continentals team that seemed to be accumulating momentum in their new conference.

Hamilton now sits at fifth out of eleven teams in the NESCAC at 2-2. There are still six conference games remaining on the schedule, including a crucial clash with first place Bowdoin on October 15th, so the team remains optimistic about its championship chances. The victory over Amherst proved that the Continentals can defeat anyone on their schedule, so long as they manage to avoid uncharacteristically poor performances like the one they experienced Sunday. With their strong pool of senior leadership, potent offense, and talented freshman goalkeeper, 2011 looks bright for the Continentals.

Rock wall attracts climbers of all ability levels

*from **Offbeat**, page 16*

many of the people who climb regularly also work at the wall. While Green became more interested in climbing after hiking the Grand Tetons in Wyoming during high school, Thompson only began climbing his sophomore year at Hamilton. With the guidance of older and experienced Hamilton student climbers, the two see their climbing levels improve as they take on harder routes both indoors and outdoors.

"Dude, you were so close!" said Green as Thomspon sprung upwards but narrowly missed grabbing a hold just out of reach. Thomspon dangled in the air by a taught rope, and Green, feet planted firmly on the ground, pulled down on her belay device. After a quick breather and application of chalk to his hands to prevent slippage, Thompson succeeded in grabbing the hold on his next attempt and finished the route.

Marked by colorful tape and known by creative and somewhat kooky names, the climbing wall routes vary in difficulty. Most of Hamilton's routes range from easier 5.4s to extremely difficult 5.12s. Staff members create a new route every two weeks on average, though Thompson notes that this semester new routes are being put up more frequently.

Staff Member Jason McGavin '11 put up "Thompy-Wompy" and Thompson's own "Lock-off Ness Monster" route, rated as 5.9+, recently debuted.

"It's sort of an experiential thing," said Thompson of generating a rating for each new route. "You usually set it for your own body type, and you rely on other climbers to tell you if the rating is sufficient or should be adjusted accordingly."

On the far side of the wall, two lacrosse players get their Monday night climbing fix. Kate Otley '11 belays Emily Brodsky '14 as she scampers up the easy bottom of a route but then must think through her movements near the more difficult top.

"Nice job, Brods!" said Otley to her teammate. The Adirondack Adventure pre-orientation rock climbing trip got Brodsky hooked on climbing, while Otley began getting involved with the wall at school just this fall.

Expert and beginner rock climbers alike should save the date of Friday Oct.22, the night of the "Rave Cave" climbing wall Late Nite event. From 10 p.m. to 2 a.m., sober students are invited to hang out at the wall, where there will be "new holds, glow sticks, head lamps and mega amounts of gorp, gu packets, cliff bars, etc..." said Weiss Jillings.

Climb on!

CLIMBING WALL OPEN HOURS

Monday-Thursday: 4-9 p.m.

Friday: 4-7 p.m.

Saturday-Sunday: 2-5 p.m.

WWW.HAMILTON.EDU

H SPECTATOR SPORTS
September 29, 2011

Football wins first home opener in 19 years at Bicentennial Celebration

PHOTO BY KEVIN PRIOR '13

NESCAC Offensive Player of the Week Jordan Eck '13 logged an impressive 174.06 passing efficiency rating (with 29-33 completions and 0 interceptions) in Saturday's win against Tufts.

by Dave Meisel '13
Sports Staff Writer

The Continentals' 24-16 win over Tufts on Sept. 24 was a long time coming.

The victory was Hamilton's first season-opening win since it trounced Amherst 41-0 in 1992. The atmosphere at Steuben Field on Saturday was electric, with 3,277 in attendance.

"Hamilton's had some good skill position playe=ff our back, but we have to take it one game at a time and get back to work next week," said senior two-way player Conner Smith, who had one tackle in Saturday's game.

"There have been glorious days [in Hamilton's history], and they're coming back," added Pitarresi.

CLEAN AND CLUTCH

"Securing the football and playing good defense puts you in every game," Head Coach Steve Stetson said last week.

The Continentals executed that philosophy. They committed zero turnovers, scored on four out of five red zone attempts, and won the time-of-possession battle by almost seven minutes. Hamilton also averaged 5.5 yards per play.

Hamilton's passing game was par

*see **M. Football**, page 15*

Offbeat Athletes: The Climbing Wall

by Alexandra Orlov '13
Sports Columnist

Anyone who has ventured into the inner bowels of the Blood Alumni Gym is bound to notice the mysterious navy carabiner silhouettes that decorate the grey-white linoleum floor. Follow the trail of carabiners through the hall, around a corner, down some stairs and ta-da! There stands the Hamilton Climbing Wall, a three-story artificial rock face dotted with colorful hand holds and tape markings.

The 3,000 square foot wall and bouldering area opened in 2006, and the popularity of the climbing wall has only increased since. Hamilton students, community members and even some employees visit "the wall" during weekly open hours to hone their climbing, lead climbing and bouldering skills.

Harnesses for every shape, shoes for every size and belay devices are available for public use. Two wall staff members sporting tee shirts that read, "Safety is Sexy (and so am I)" are on duty at all times to supervise safe climbing, to belay and to provide instruction.

Approximately fifteen students work at the wall each semester, and Assistant Director of Outdoor Leadership Sarah Weiss Jillings serves as "da boss," in the words of her wall employees.

"I remember loving the Glen House [Outdoor Leadership Center] and the Climbing Wall," said Rachel Green '14, a member of the wall staff. The climbing wall was an influential factor in her decision to attend Hamilton.

"I was really drawn to that community," Green said.

There's certainly an atmosphere of community and kinship among "rock jocks," or frequent climbers. Onlookers provide encouragement and instruction on leg and arm movements to those tackling routes on the wall. Green and coworker Alex Thompson '13 admit that

*see **Offbeat**, page 15*

PHOTO BY FIONA HOFFMAN-HARLAND '13

Several Hamilton players vie for a header against Amherst College.

Women's soccer strong vs. Wesleyan

by Christie Crawford '13
Sports Contributor

Women's soccer took on Amherst and Wesleyan at home on Bicentennial Weekend.

On Saturday, the Continentals caught Amherst off guard when Charlotte Cosgrove '13 scored in the first half and put the Continentals up 1-0. Amherst scored off a rebound, and the teams battled into overtime. However, with thirteen seconds left in overtime, Amherst forward Sarah Duffy surprised everyone when she broke through Hamilton's defensive line and scored an unfortunate but undeniably beautiful winning goal.

The Continentals refused to let this disappointing loss set the pace for

*see **W. Soccer**, page 15*